

## Writing in School

Mark Shoup and Joy Seybold *(Adapted from the levels identified by Rhoda Maxwell.)*

Kinds of Writing	Level One	Level Two	Level Three
Purposes	to organize thoughts, to aide memory, to keep track of information, to generate ideas	to communicate thoughts to someone else, to demonstrate knowledge, to inform or explain or entertain, to develop own voice	to communicate with a wider audience through an error-free document, to demonstrate ability to construct a polished publication
Audience	writer, perhaps peers or teacher	writer, peers, teacher, others	writer, peers, teacher, others (unfamiliar audience)
Context – timeframe, environment, constraints	Though the timeframe may extend over an entire year (learning journals), the time for a single entry is usually short due to the immediacy of the task. This kind of writing has the fewest constraints both in terms of format/conventions and in terms of content.	Often extends over multiple class periods and within multiple environments (class, home, library, study hall). Though student choice is important in all kinds of writing, this level is often more teacher-directed than the other levels when the purpose is to demonstrate knowledge (as with exam essays). Reader expects common conventions to be used.	Extends over multiple class periods and within multiple environments. Writers need to have some degree of choice in order to maintain ownership of the writing throughout the entire process. Multiple drafts and collaborative conferences help student writers move through the writing process.
Stages of Writing Process	Idea generation stage, perhaps early drafting	Prewriting, drafting, maybe conferencing/collaborating, some revising and editing.	Prewriting, drafting, conferencing/collaborating, revising, editing, publishing.

<b>Evaluation</b>	<b>Teacher may use writing samples to monitor students' progress but does not evaluate as a finished piece.</b>	<b>Teacher assessment, perhaps peer assessment primarily for content. Clarity, coherence and correct use of common conventions are among the evaluation criteria.</b>	<b>Teacher assessment and, whenever possible, feedback from the intended audience (peers, others). Content and form may have nearly equal weight. All writing skills are expected to be correct. Often, a teacher may request documents from all stages of the writing process to be submitted for evaluation in order to assess a student writer's process as well as the final product.</b>
<b>Style</b>	<b>Informal, conversational, familiar --- talking with friends</b>	<b>More formal, may be conversational but less familiar</b>	<b>Formal, as when speaking with people not well known</b>
<b>Examples</b>	<b>Notes from readings, lecture notes, lists, notes from a small-group discussion, questions from homework, brainstorming, free writing, mapping/webbing/graphic organizers used for generating and organizing ideas, journal writing, first drafts</b>	<b>Exam essays, drafts that are shared in peer or teacher conferences, graded homework assignments, summaries, reaction papers, responses to questions, reflective writing that is requested from the teacher to provide information about learning ("check in" or "exit" writings)</b>	<b>Letters, reports, research papers, books, final drafts – any writing that has gone through multiple stages and is ready to be submitted to its intended audience as a finished piece</b>
<b>Frequency of use</b>	<b>Nearly daily</b>	<b>Once or twice a week</b>	<b>Once or twice a quarter</b>

## **Writing Assignment Template**

**Purpose:**

**Intended Audience:**

**Context:**

**Content Standard / Curricular Goal:**

### **Activities Designed to Support Learning**

**Pre-Writing Activities:**

**During Writing Activities:**

**Post-Writing Activities:**

**Criteria for Assessment:**